DOCUMENT RESUME

ED 107 551 SO 008 310

AUTHOR Glashagel, Jerry; Glashagel, Char
TITLE Valuing Families. Activity Guide.
INSTITUTION National Board of Young Men's Christian Associations, New York, N.Y.; YMCA of Akron, Ohio.
SPONS AGENCY National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
PUB DATE [75]
NOTE 42p.; For related document, see SO 008 309

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Achievement; *Activity Units; Alcohol Education; Family (Sociological Unit); Family Attitudes; Family Life; *Family Life Education; Family Problems; *Family Relationship; Group Activities; Learning Activities; Personal Values; *Resource Guides; Self Concept; Self Esteem; Self Expression; *Values
IDENTIFIERS *Youth Values Project

ABSTRACT

Developed as a resource for family life education, this activity guide can be used to lead experiential learning situations for intergenerational groups by a counselor, in a course, in a family organization like the YMCA, or in the home. The goals of this guide are to increase the self-esteem of each person and to strengthen the family as a human support system. A short section explains values and valuing, and some ground rules are suggested for use when conducting activity units. Twenty-three activity units are provided, which cover the following topics: achievement, sharing and caring, respect, self-awareness, and aids and escapes. The objectives, process, materials, and total time needed are given for each activity. Materials are included in the booklet and can also be found in the home. An explanation is the Photo Story activity for which photographs are supplied that cannot be reproduced, however, pictures can be clipped from magazines as a replacement. All of the activities can be altered easily to meet specific needs. The guide concludes with a short section on alcoholism, giving common sayings or myths and the actual facts for each one. (ND)

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VALUING FAMILIES

The Youth
Values Project
Akron YMCA

SP 008 210

youth values project

AKRON YMCA*80 W. CENTER ST.* AKRON, OHIO 44308*216-376-7711

This box has been developed as a resource for the competent facilitator of family life education ... the person who has been trained in leading experiential learning situations for intergenerational groups. The experienced facilitator will realize the importance of creating a supportive environment, of being an active - sensitive listener, of knowing when to nudge and when to accept. As a box of resources, it is obvious that the authors encourage adaptation, modification, new and creative uses of the strategies and processes presented.

We are trying to say two things at once:

1) Warning This is not a box of games to be played casually. Family life is too important!

2) Go to it This is a box of ideas for the family life educator who wants to stimulate the families with which he/she is working to grow in the area of valuing!

The authors are Char and Jerry Glashagel. Doris and Rollie Larson, Win Colton, Jack Cole and Bob Phipps contributed substantially to the effort.

Read the introduction section for information on the assumptions we made and the purpose we hold for use of these materials. Then see what works for you and your groups and let us know about your experience in helping to develop Valuing Families.

Thanks,

Char

Jerry

VALUING YOUTH

A COMBINED EFFORT OF:
NATIONAL INSTITUTE on ALCOHOL ABUSE and ALCOHOLISM
NATIONAL BOARD of YMCAs
AKRON YMCA

VALUING FAMILIES

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VALUING FAMILIES

Introduction

Family life can be exciting! Your family can be an important source of support for your growth and independence. In this box of papers and cassettes . . . of ideas and processes . . . of projects and exercises . . . we take a positive stand toward family life today. We assume:

- *that parents want to be effective parents*
- *that people of any age can change, can learn new skills, can grow*
- *that families can learn together and that each family member can be a teacher and each can be a learner*
- *that experiential learning works*
- *that reflecting on values, feelings, and relationships and sharing those reflections is helpful to everyone involved, and*
- *that the YMCA and other similar organizations have an important role to play in creating environments for growth for families and other groups*

GOALS There are two key goals to Valuing Families:

1. to increase the self-esteem of each person involved
2. to strengthen the family as a human support system

If a family is involved in a variety of the activities suggested in this box over a period of time, we hope for a number of desirable outcomes:

- increased positive feelings about self
- increased harmony, joy, and love in family relationships
- increased mutual respect
- increased skills on the part of family members in valuing, communication, and problem-solving skills
- increased capability of the family to be a vehicle for supporting and aiding its members in their learning and growth in diverse areas
- increased understanding and appreciation of uniqueness and diversity in the family
- attitudes which reflect increased responsibility toward use of alcohol and other drugs
- increased ability to recognize drug use and abuse as a human problem

VALUING FAMILIES

HOW TO USE VALUING FAMILIES

Valuing Families is designed as a resource for the YMCA. It is:

- twenty-four different strategies or exercises for families to help develop self-esteem, to practice effective communication, and to sharpen decision-making skills
- five units, each with a special focus -- cooperation, respect, self-awareness, alcohol, and achievement
- a collection of program ideas for family nights or other special occasions
- a five-session course for family life for entire families
- the meat of a family retreat or conference on strengthening families
- a series of sessions for a week of family camp

You can use Valuing Families in a variety of ways. Start by assessing where you are already involved with families and find a way to introduce a strategy to help people think, reflect, and interact. Schedule more family events related to existing YMCA programs with elementary school children -- clubs, teams, and camps. Offer a family retreat or family life course. Take the materials contained in the Valuing Families package and modify them to meet the needs and interests of your participants.

Valuing Families is one of two major packages of the YMCA Youth Values Project. Youth Values Project was started in 1973 through a grant from the National Institute on Alcohol Abuse and Alcoholism (N.I.A.A.A.). An underlying assumption of the Youth Values Project is that alcohol and drug use and abuse are related to a person's value system, self-esteem, and decision-making skills. Valuing Youth is designed for YMCA elementary school club and camp leaders. Use of both Valuing Youth and Valuing Families by the same "Y" is the hope of the Project. Adaptation, modification, and any manner of improvement of strategies and processes is encouraged -- feedback on successful and unsuccessful experiences is welcomed.

Several family games are being developed to supplement the Valuing Families strategies. These will be available from the Youth Values Project, Akron YMCA, 80 West Center Street, Akron, Ohio 44308.

VALUING FAMILIES

WHAT ARE VALUES?
WHAT IS VALUING?

Values are basic beliefs about what is good or what ought to be that serve as guidelines to decision-making and action.

There are two types of values:

- Terminal values: basic beliefs about what ends in life are desirable, i.e., criteria about what goals or outcomes are good or ought to be

- Instrumental values: basic beliefs about what means of attaining the ends are most desirable, i.e., criteria about what methods, strategies, etc., are good and should be used

Valuing is the process of developing values, of becoming conscious of them and utilizing them as criteria in making decisions and carrying out actions.

Sources of Values - All of us have values, although we may not have thought through what they are or how they influence us. We have acquired our values from different sources:

- Authorities: people and institutions whose wisdom and power we accept, e.g., parents, great leaders, philosophers, legal codes, religious doctrines, etc.

- Reference groups: groups of people we look up to and identify with, e.g., teachers, church members, colleagues, peers, organizations, etc.

- Experience: reflections on what we ourselves have gone through or have observed as happening to others

Problems in Behaving as a Value-Guided Person - Although all of us have values, there are several things that may prevent us from fully utilizing them in making our decisions or carrying out our actions:

1. Inability to articulate our values to ourselves
2. Lack of support by our friends, fellow workers, peers, etc., for sharing thoughts and feelings about values
3. Pressures of time - no time to reflect before the necessities of acting
4. Lack of skills for increasing self-awareness, anticipating consequences, perceiving implications, resolving values conflicts
5. Few good models of persons who live by value-guided behavior
6. Cynicism about possibilities of living our values; values not seen as real
7. Valuing inconsistency as a norm; not expecting consistency between values and behavior

Strategies for Working on Values - Probably most of us tend to act first and think of reasons and justifications for our actions afterward.

Post-Decision Reasoning

Decision → Action → Reflection

What was my behavior?
Why did I behave as I did?
Why am I justified in behaving that way?

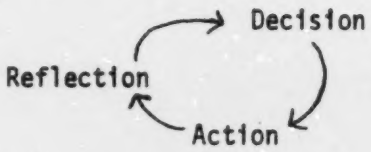
This illustrates post-decision reasoning. A more useful approach, however, is pre-decision reasoning, or reflection before deciding and acting. This is illustrated below:

Pre-Decision Reasoning

Reflection → Decision → Action

What are my goals? Why?
What alternatives do I have to achieve them?
What would be the consequences of each alternative?
Which would be good or desirable consequences?
How would I know?

An even better approach would be to bring about an interplay between reflecting, deciding, and acting, so that the process looks like this:



In other words, reflection would be used both before deciding and after acting - as a way of looking ahead to goals and consequences, and as a way of obtaining and using feedback.

Values Education Approaches - Recently much has been written about values, and many materials for values education have been made available. Among the many different approaches to values education that appear in these writings and materials are:

- Values inculcation: an attempt to instill particular values in the learner, e.g., honesty, love of country, fair play, critical thinking, etc. Focus: the content of values
- Values analysis: an attempt to develop skills in the critical appraisal of value issues underlying policy decisions, position-taking, and actions of others. Focus: analytical skill development
- Values clarification: an attempt to help persons and groups become aware of their own values, and their influence on judgments, decisions, and behavior. Focus: self-awareness and the process of valuing
- Values commitment and action: an attempt to help persons and groups become aware of their own values, learn how to use them in making decisions, and how to employ them as guides to behavior. Focus: linking values to decisions and actions

The last of these four approaches seems closest to the "reflecting - deciding - acting - reflecting" sequence discussed above. But what would be the role of a person who tries to help others with valuing in this manner? The helping person's role would be that of a facilitator who aids individuals and groups in:

- understanding their own values
- perceiving relationships between values and behavior
- searching for alternative choices and actions
- anticipating consequences of choices and actions
- improving skills in implementing decisions, i.e., in moving from decisions to actions
- exploring the thinking of "values experts"
- experimenting with newly learned skills in valuing

GROUND RULES Before turning to the units, take a few minutes to think about the following ground rules. The group facilitator should introduce these guidelines before each session and list them on a chalkboard or newsprint.

1. There are No Right or Wrong Answers

"In talking about things that are very important to us as individuals, we often will disagree. It's easy to get into an argument. Let's try to avoid those. Instead, let's try to hear what another person is saying so as to understand his/her point of view. Let's try to forget about right or wrong answers for others . . . rather feel that what is right for me is what I think, and what is right for you is what you think."

2. Avoid Put-Downs

"Let's try to stay away from cutting remarks. They really interfere with our ability to talk with one another, and often result in someone's getting hurt or feeling bad."

3. It's O.K. to Pass

"I hope you will find the exercises to be interesting, fun, and comfortable. If you do not wish to take part at any point, simply say "I pass." No one should try to make you reveal private information or answer any question you feel is private. It is your right and privilege to pass."

4. Expect Unfinished Business

"When we are talking together about things important to us, often we will not have enough time to discuss thoroughly everything that is in our minds. Sometimes it is just too involved. As your facilitator, I will occasionally need to stop you and move along in what we are doing together. Sometimes you will feel frustrated when I do this. You may want to say to another person: 'We have some unfinished business -- can we talk about it after the meeting or at some other time?'"

5. You are in Charge of Your Learning

"You are responsible for yourself and what you wish to learn in these sessions. As the leader, I have prepared a number of different activities that may be helpful. But I am not responsible for how much you learn. You will get out of this session what you choose to get. Enjoy it for what is in it for you!"

THEME: *ACHIEVEMENT*

STRATEGY: *MATCHBOX*

Objectives:

1. To release individual creativity . . . to stretch the imagination
2. To give each person an opportunity to hear ideas of others in his/her family
3. To have fun
4. To introduce competition

Process:

1. Ask each family to sit at a table or in a circle together.

2. Place a large matchbox (or other common container -- milk carton, shoe box, etc.) in the center of the family circle. Give each person a sheet of paper and a pencil.

3. Ask each individual to make a list of all the possible uses for this matchbox. Anything goes -- be as creative as you can.

4. After about 10 minutes, ask each family to share their individual lists with each other and to come up with one family list of their ten best uses.

5. Ask each family to share with the total group their ten best uses for the matchbox.

6. Now ask each family to make a long list of totally new uses . . . uses they have <u>not</u> heard mentioned by anyone. Set a 3-minute time limit.

7. Share these new uses.

8. Give the families time to talk about the matchbox and themselves . . . what they learned from the exercise.

Materials: one large matchbox per family, paper, pencils

Total time: 20-30 minutes

VALUING FAMILIES

THEME: ACHIEVEMENT

STRATEGY: INDIVIDUAL GUIDED FANTASY

Objectives:

1. To give each family member time and "permission" to think about his/her own personal and family goals
2. To utilize the unique freedom of fantasy
3. To provide time for each person to hear the fantasies of other members of his/her family

Process:

1. Ask group members to close their eyes. Give them two minutes to think about the question "What do I want to be?"

2. Ask them to keep their eyes closed and change the question to "What do I want my family to be?" and allow two more minutes.

3. Ask family members to take turns sharing (only within their own family) both of their dreams.

4. Ask families to discuss ways they could utilize their resources to make their dreams come true.

5. Leader could suggest that there will be unfinished business in this exercise.

Materials: none

Total time: 20 minutes

VALUING FAMILIES

THEME: ACHIEVEMENT

STRATEGY: INTERVIEWS

Objectives:

1. To focus on one person at a time, providing him/her with the opportunity to share in some depth his/her feelings about achievement
2. To give each person a chance to ask questions of another family member and to listen closely to each member of his/her family

Process:

1. Ask family units to sit together. Demonstrate an interview and discuss ground rules and purposes of this strategy -- listening, respect, right to pass, no put-downs, etc. (See Introduction.)

2. Give achievement interview questions (model on reverse side) to each family and ask that each family member be given an opportunity to be interviewed and to interview another person. Children interview parents, parents interview children, always in pairs. Other family members listen and observe when they are not part of an interview pair.

3. After everyone has completed the interview, pass out blank cards and pencils and ask each person to complete one or more of the "I learned" statements. The leader should prepare a poster with these unfinished statements on it so everyone can see it.

   "I learned that I . . . "
   "I re-learned that I . . . "
   "I discovered that I . . . "
   "I was surprised that I . . . "
   "I noticed that I . . . "
   "I was pleased that I . . . "
   "I realized that I . . . "

4. Ask for any volunteers to share an "I learned" statement with the total group.

Materials: Achievement Interview question sheet (one per family)
Blank cards and pencils (one per person)
"I learned" statements poster

Total time: 30-40 minutes

VALUING FAMILIES

(Ditto or mimeograph one copy per family)

ACHIEVEMENT INTERVIEW QUESTIONS

(Include any questions which might be appropriate to the other person)

1. Please state your full name.
2. Describe your favorite room at our house.
3. What are the most important things in that room?
4. What was your most significant accomplishment of the last week?
5. What was one of the most exciting days of your life?
6. What collections have you made during your life?
7. What is your favorite article of clothing?
8. Are you saving money? What for?
9. If you could call anyone you wanted on the phone right now, who would it be?
10. If you could help someone else learn something, who would it be and what would you help him/her learn?
11. What is one thing you would like to learn to do very well?
12. Who would you choose to evaluate (decide) how well you did it?
13. What do you like to have other people say about you?
14. (for Father) Do you ever have trouble choosing between your work and your family? Could you tell us how you make those decisions and what your feelings are about the subject?

    (for Mother) Do you have a career that you want to pursue, other than what you are doing now? How are you going about it? What are your feelings about it?

    (for children) Do you sometimes have to make choices between something you want to do by yourself and something the family wants to do? When or how is that choice made? How do you feel when that happens?

THEME: *ACHIEVEMENT*

STRATEGY: *TELEGRAMS*

Objectives:

1. To facilitate the communication of important messages from one member of the family to another and to do it in a positive, supporting way.
2. To give each family member a chance to hear directly from each other person

Process:

1. Hand out a quantity of telegram forms (or 3 x 5 cards) to each real family unit.

2. Ask each person to send one or more telegrams to each member of his/her family. Ask them to write the telegrams in two ways:

   (a) "I urge you to . . . " and
   (b) "I offer to help you . . . "

   If this is used as a closing exercise, suggest that people reflect on all of the activities of the session and make the telegram's message as specific as possible.

3. Deliver each telegram to the person addressed.

Materials: telegram forms or 3 x 5 cards (several per person), pencils

Total time: 10-15 minutes

VALUING FAMILIES

THEME: *SHARING AND CARING*

STRATEGY: *NAME TAG*

Objectives:

1. To get acquainted
2. To share some data important to each participant
3. To begin individual and group thinking about sharing and caring

Process:

1. Ask each person to take a card (3 x 5 or larger).

2. Ask each person to write in the center of the card the name he/she would like to be called during this session, making the writing large. (If possible, draw a large name tag on newsprint or chalkboard, placing the numbers in the corners.)

3. Explain that the participants are going to add some information about themselves which they can share with one another on a one-to-one basis in a few minutes. Remind them that they may PASS if they do not wish to share this information.

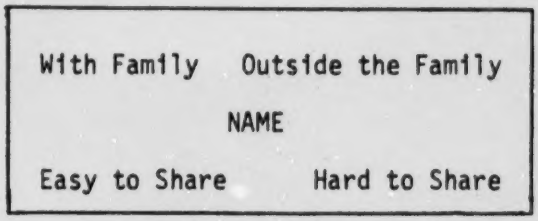
   - In corner #1, ask the participants to write or draw pictures of two things they like to do with their families.

   - In corner #2, ask the participants to write or draw two things that they like to do by themselves or with other people outside their families.

   - In corner #3, ask the participants to write or draw one thing they find easy to share with their families.

   - In corner #4, ask the participants to write one thing that they find difficult to share with their families.

4. Have the participants put on their name tags and then mill around the room without talking, reading others' name tags. Ask them to respond to what they read through eye contact, a handshake, etc.



Materials: cards (3 x 5 or larger), pencils, masking tape

Total time: 10 minutes minimum

VALUING FAMILIES

THEME: *SHARING AND CARING*

STRATEGY: *DO YOU MEAN?*

Objectives:

1. To help people become aware of their listening skill by listening for several meanings and asking clarifying questions
2. To share how a person feels about cooperation with another member of his/her family
3. To provide the good feelings of being heard and understood

Process:

1. Ask everyone to form pairs within his/her own family, if possible.

2. Pick a child for a partner and demonstrate for the total group. Your partner will make a very short statement about cooperation (what it means to him/her or how he/she feels it works in his/her family, etc.) You then ask him/her several questions, each beginning with the words "Do you mean . . . " and he/she answers only "yes" or "no." When you have elicited three "yes" answers, reverse roles.

3. Now ask the pairs to do it:

   - One person makes a short statement about cooperation.
   - The other person asks "Do you mean . . . ?" until three "yes" answers have been elicited. (*NOTE*: Participants tend to respond with more than "yes" or "no" answers, which throws off the exercise. Leader should go around the room and listen to each pair and, where necessary, review the directions.)
   - Reverse roles; do it several times with new statements about cooperation.

4. After 10 minutes, ask everyone to complete one or more "I learned" statements. Write the following starters on a piece of newsprint or on a chalkboard:

   "I learned that I . . . "
   "I re-learned that I . . . "
   "I was surprised that I . . . "
   "I was pleased that I . . . "

5. Ask each family to talk together about the experience and share the "I learned" statements in any way they wish. Urge them to stay with the topic and not get side-tracked.

Materials: paper, pencils

Total time: 20-30 minutes

THEME: *SHARING AND CARING*

STRATEGY: *FAMILY SHIELD*

Objectives:

1. To facilitate thinking positively about the strengths of each member of the family
2. To help family members experience giving and receiving positive feedback

Process:

1. Give each person a sheet of paper (8 1/2 x 11) and ask him/her to draw the outline of a shield:

2. Ask each person to divide his/her shield into as many sections as there are members of his/her family.

3. In one section, ask them to draw a picture or symbol of one of their own personal strengths, something they like about themselves.

4. In each other section of the shield, ask them to draw a picture or symbol of something they especially like about each of the other family members. Explain that when they have finished there will be one picture in each section of the shield.

5. When the individual shields are complete, ask families to sit together and share what they drew for each person.

6. If time permits, ask families to combine the shields into one large family shield, with several strengths represented for each person in one section.

Materials: One sheet of paper (8 1/2 x 11) for each person, pencils

Total time: 15-25 minutes

VALUING FAMILIES

THEME: *SHARING AND CARING*

STRATEGY: *DILEMMA*

Objectives:

1. To focus attention on a specific cooperation situation
2. To provide a structure for dealing with this dilemma together and, in the process, to practice decision-making skills

Process:

1. Form "pretend" families: Two parents, one parent, any form.

2. Read the following dilemma to the new "pretend" families, asking them to adapt it to their situation.

   You are trying to plan a two-week vacation for this summer. Father has been assigned the first two weeks of July as his vacation time, and Mother is free those two weeks. The only problem is where to go. Everyone has a different idea.

3. Tell the families they have five minutes to decide where to go on their vacation. At the end of 4 minutes, remind them of one more minute to go.

4. Next, ask everyone to close his/her eyes and to think about how that agreement was reached: *"How do you feel about yourself? Spend a few minutes sharing these feelings with your 'pretend' family."*

5. Describe the following situation to the families:

   It is now two weeks later, and the grade school child in the family has just found out about Y camp. He/she is excited about going to camp, and his/her club is scheduled to go the second week in July. He/she comes home and tells the family all about camp. Mother and Father agree that he/she can go to camp before they hear the dates. When they hear the dates, Father remembers the vacation plans and says, "But that's during our family vacation."

6. Ask each family to make a list of all the options they have at this point. This is brainstorming -- urge them to make a long list, to get the ideas out, not to evaluate the ideas at this stage.

7. Next, ask them to discuss the consequences of each option.

8. Then, have each person make an individual choice of one of the options.

9. Finally, ask each person to share his/her choice with his/her "pretend" family and the reasons for making that choice.

10. Ask the participants to close their eyes and think about these questions: (Ask the questions one at a time, with a pause in between)

    "Did I care about others in my 'pretend' family?"

    "Did others in my 'pretend' family care about me?"

    "Did I listen to feelings?"

11. Ask them to share their thoughts with their "pretend" family.

Materials: paper, pencils

Total time: 20-30 minutes

VALUING FAMILIES

THEME: RESPECT

STRATEGY: "TREAT ME" TAGS

Objectives:

1. To practice respectful actions
2. To help participants get acquainted
3. To help participants become aware of positive feelings of self-worth they have when giving and receiving respect

Process:

1. On the front of each participant, pin a name tag with his/her name printed on it.

2. Pin a 3 x 5 "Treat Me" tag to the back of each person. This tag tells the reader how to treat the individual wearing it during this portion of the session. The person wearing the tag does not know what it says. (See the reverse for examples)

3. Ask the participants to mill about for ten minutes talking with, hopefully, at least eight to ten people. As one person greets another, he/she is to read the tag on the other's back and respond accordingly.

4. Group discussion: Ask the participants to remove their "Treat Me" tags and share any feelings they had during the get-acquainted period. Possible questions:

   "How did you feel when you were treated with respect?"
   "How do you feel about yourself right now?"
   "Did you see someone else's 'Treat Me' tag that you wish you could have worn?"

Materials: "Treat Me" tags (1 for each participant), pins

Total time: 15 minutes

"TREAT ME" TAGS

(One of the following lines for each tag)

1. *Treat me with respect because I'm new here!*
2. *Treat me with respect as a new friend.*
3. *Treat me with respect by looking at me as we talk.*
4. *Treat me with respect by calling me by my name.*
5. *Treat me with respect by shaking my hand.*
6. *Treat me with respect by listening carefully to me.*
7. *Treat me with respect by asking me how I feel.*
8. *Treat me with respect by getting me something I need right now.*
9. *Treat me with respect because I'm me!*
10. *Treat me with respect as you would your boss.*
11. *Treat me with respect because I'm an outstanding athlete.*
12. *Treat me with respect because I get very high grades.*
13. *Treat me with respect because I'm a kid!*
14. *Treat me with respect because I'm an adult.*
15. *Treat me with respect because I'm a parent.*

THEME: RESPECT

STRATEGY: *SENTENCE COMPLETION*

Objectives:

1. To help each person define respect for him/herself
2. To help families begin to build a family definition of respect
3. To give each person a chance to think and speak

Process:

1. Pass out a sheet of paper (8 1/2 x 11) and a pencil to each person.

2. Write the beginning of these two sentences on a chalkboard or newsprint pad:

   "I feel respect towards others when . . . "
   "I think I should be respected when . . . "

3. Ask each person to complete both of these sentences on his/her own paper in his/her own words. Give the participants five minutes to do this.

4. Ask families to get together and share their sentences and talk about respect for 3-5 minutes.

5. Give each family 5 minutes to reach an agreement on their definition of respect: *"Respect is . . . "*

6. Have each family report their definition to the total group and write the definition on the chalkboard or newsprint.

Materials: paper (8 1/2 x 11), pencils, chalkboard or newsprint pad

Total time: 20-30 minutes

VALUING FAMILIES

THEME: RESPECT

STRATEGY: FOCUS PERSON

Objectives:

1. To talk and to be listened to
2. To listen when another person is talking
3. To draw out individual reactions to a definition of respect
4. To increase feelings of self-worth

Process:

1. Explain that you are going to read a definition of respect which the families will then proceed to handle in the following ways:

   (a) One person (the focus person) talks about the definition for three minutes.

   (b) During this time, the other family members listen. The listeners may help the focus person say more about the subject by asking an occasional question or making a short statement. (The listeners may draw out the focus person but not insert their own views. THIS IS NOT A GROUP DISCUSSION.)

   (c) Take turns so that each family member has the opportunity to talk for three minutes.

2. If the group has done the previous exercise, read one of the definitions of respect from the sentence completions. Otherwise, the leader should prepare 3 or 4 statements (or definitions) about respect and read one of these statements for each focus person.

3. Ask the families to follow the procedure in a, b, and c. Repeat the procedure with a new definition or statement for every person.

4. When all the families have finished, ask everyone to forget for a moment the content of the discussion and to focus instead on what happened in the communication. Ask the group as a whole questions such as:

   "How did you feel when you listened?"
   "How did you feel when you were listened to?"
   "How did you feel drawing out the speaker rather than discussing the subject with the speaker?"

Materials: none

Total time: 20 minutes

VALUING FAMILIES

THEME: RESPECT

STRATEGY: FAMILY BUDGET

Objectives:

1. To practice respect for every person in the family
2. To practice family decision-making
3. To increase feelings of self-worth

Process:

1. Explain that your family has just found out that there will be $50 more income every month. Pass out one budget chart to each family (model on reverse side).

2. Ask each family member individually to look at the chart and mark his/her preference where he/she would add the $50 (suggest that dividing the money is acceptable).

3. Ask the family members to share with each other their personal choices and then, as a family, to discuss the question "What difference would it make if the $50 were added to food expenditures, clothing expenditures, etc.?"

4. Ask the families to reach a decision. Encourage them to consider the needs and ideas of each person.

5. Process as a family:

   "Were your ideas heard?"
   "Did others really listen?"
   "How could you have listened better?"

Materials: Budget charts and pencils (one per family)

Total time: 10-15 minutes

BUDGET CHART

$50 Additional Income

	Name	Name	Name	Name	Name	Name
FOOD						
CLOTHING						
HOUSING						
EDUCATION						
SAVINGS						
RECREATION						
ALLOWANCES						
FURNITURE						
OTHER						

THEME: RESPECT

STRATEGY: STRENGTHS

Objectives:

1. To practice making positive statements about each other
2. To increase feelings of self-worth

Process:

1. Explain that this strategy is to take place within families independently.

2. Ask one member of each family to introduce each of the other members in his/her family in terms of the strengths of that person -- one thing he/she can do well or one thing he/she likes about the other. Ask the person with the longest hair in each family to start.

   Example: Johnny says, *"This is Mom. She's a great cook and a helper when I get into trouble. This is my sister Susie. She's a good student and plays the piano well. This is Dad . . . "* until Johnny has talked about each family member.

   Leader: After giving the participants the above example, you might want to say the following to the group:

   "This exercise is not easy. Perhaps you will feel like laughing or making a put-down to another family member. Let's try to do it in a positive way."

3. Take turns until all family members have had the opportunity to introduce every other member of the family to the family.

NOTE: Explain that family members are not to respond when they are being introduced except to say "Thank you." Avoid "Yes, but . . . "'s.

Materials: none

Total time: 15-20 minutes

THEME: *SELF-AWARENESS*

STRATEGY: *NAME TAG*

Objectives:

1. To help all participants get acquainted
2. To help each participant practice self-awareness
3. To provide an opportunity for each person to share some of his/her values with others and to learn something about others' values

Process:

1. Give a card (3 x 5 or larger) to each person.

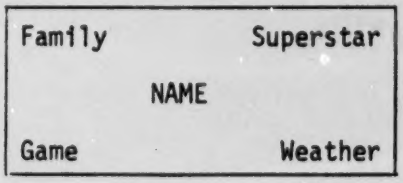
2. Ask each participant to put his/her name in the center. (If possible, draw a large name tag on newsprint or chalkboard with the numbers in the corners of the tag.) Add:

   - In corner #1, answer the question: "What one thing do you enjoy doing with your family?"

   - In corner #2, answer the question: "In your dreams, what superstar would you like to be?"

   - In corner #3, answer the question:
     Adults - "What was your favorite game when you were 10 years old?"
     Children - "What is your favorite game now?"

   - In corner #4, answer the question: "How do you feel right now?" by using a weather report -- sunny, cloudy, hot, cool, stormy, etc.



3. Tape on the name tags. Remind them that they may PASS if they do not wish to share this information.

4. Ask everyone to get up and mill around the room reading each other's name tags, looking at each other, perhaps even shaking hands, but no talking.

Materials: cards (3 x 5 or larger), pencils, tape (newsprint or chalkboard, if possible)

Total time: 12-15 minutes

THEME: *SELF-AWARENESS*

STRATEGY: *EITHER-OR*

Objectives:

1. To focus attention on choosing between two things
2. To provide an opportunity for people to see the choices others make and to share reasons why they make the choices they do

Process:

1. Explain that you will ask a question, such as "How many of you are more like either ____or____?", pointing to opposite ends of the room for each choice, and that, without talking, everyone will choose and move to one end of the room or the other.

2. Ask:
   (a) *How many of you are more like either a lion or an elephant?*
   (b) *How many of you are more like either a pro athlete or a sports fan?*

3. Ask the participants to find someone nearby them to share for thirty seconds the reasons why they made the choice they did.

4. Ask:
   (a) *How many of you would find it more difficult to lose either your sight or your hearing?*
   (b) *How many of you would find it easier either to solve a problem in your head or to make something with your hands?*

5. Repeat Step #3.

6. Ask:
   (a) *How many feel it is more important that people keep their hair neat or keep their weight down?*
   (b) *How many feel it is more fun either to dress up for special parties or to put on outdoor sports clothes?*

7. Repeat Step #3.

8. Group process: *"What did you learn from the experience?"*

Materials: none

Total time: 10-15 minutes

THEME: SELF-AWARENESS

STRATEGY: *TEN THINGS I LIKE TO DO*

Objectives:

1. To help people think about what they like to do
2. To help people share their thoughts with their families
3. To help people think about whether or not they are spending time at what they really enjoy doing

Process:

1. As you pass out a sheet of paper (8 1/2 x 11) to each person, ask each participant to list ten things he/she likes to do.

2. When all have finished, ask the participants to put three columns labeled A, B, and C down the right side of the page and fill in as follows:

   A -- Put a dollar sign ($) by any item which costs more than $2 to do, each time you do it.
   B -- Put a check (✓) if you did it at least one time in the last month.
   C -- Put an "x" by any item which one or both of your parents might have had on their lists.

3. Ask participants to share and discuss their lists with their own families.

4. Ask participants to add to their own lists two more things they would like to learn to do someday and then share those items with their families.

5. Group discussion:

   "What did you learn about what you like to do?"
   "How much time do you spend doing what you really enjoy doing?"

Materials: paper (8 1/2 x 11), pencils

Total time: 15 minutes

THEME: SELF-AWARENESS

STRATEGY: STATUE

Objectives:

1. To help people get in touch with the relationship between their feelings and their body
2. To create an initial awareness of how body postures communicate

Process:

1. Ask everyone to pair off (or form trios where necessary) with someone in his/her own real family.

2. Demonstrate sculpting for the total group: one person is "Michelangelo," the other is "a lump of clay" -- a feeling is stated by the leader, and "Michelangelo" molds the "clay" into an expression of that feeling. To demonstrate "Fear," for example, the leader molds a volunteer into an expression of fear using head, arms, legs, posture, etc.

3. Give the following feelings to be sculpted, one at a time, allowing one to two minutes for everyone to try each one:

   "uncoordinated"
   "graceful"
   "loser"
   "winner"

4. Next, ask the families to form group statues. Allowing two minutes per scene, have the families create the following:

   "a sad family"
   "a happy family"

5. Ask each family to talk about the whole process:

   "What did you feel like?"
   "What did you learn about yourself?"
   "What did you learn about what's important to you?"

Materials: none

Total time: 30 minutes

VALUING FAMILIES

THEME: SELF-AWARENESS

STRATEGY: CAMERA

Objectives:

1. To help each person sharpen his/her "visual awareness" skills
2. To become more aware of the physical appearance of others and to get feedback on how others see you

Process:

1. Ask the participants to form pairs with someone not in their real family. Have them sit face-to-face within three feet of each other.

2. Ask each person to pretend he/she is a camera about to photograph the person in front of him/her.

3. Each person is to look at his/her partner for one minute, look each other over without talking.

4. Ask all participants to close their eyes and think about what they saw: to describe the person -- "process" the film by describing the person in their mind's picture.

5. Eyes still closed, taking turns with the partner, have each partner tell the other what he/she saw . . . what he/she liked about what he/she saw.

6. Ask the pairs to talk about the following questions (eyes open):

   "What did you learn about yourself?"
   "What did you learn about the other person?"
   "What do you value in your own looks?"
   "What do you value in how other people look?"

Materials: none

Total time: 5-10 minutes

VALUING FAMILIES

THEME: AIDS AND ESCAPES

STRATEGY: FEATURE STORY

Objectives:

1. To provide an activity in which the children have a leadership role
2. To help people get quickly into the topic of alcohol and drugs
3. To help adults talk about alcohol and drugs to children

Process:

1. Ask all the parents to sit around the outside edge of the room and the children together in one corner or in another room.

2. Explain the ground rules very carefully to the adults . . . especially that it's OK to pass (no right or wrong answers, no put-downs, unfinished business).

3. Pair the children and give each child an interview card (model on reverse side). The cards are interview formats . . . questions for the children to ask the adults.

4. If possible, take the children outside the room to read through the interview questions with them. Ask the children to approach four different adults - one adult at a time - and interview them by asking the questions on the card. The children are newspaper reporters doing a story on attitudes towards alcohol and drugs.

5. When everyone has finished, suggest that the children share what they learned from the experience with the total group. Suggest that at home they also share impressions about what they learned from the experience.

Materials: interview cards (3 x 5)

Total time: 15 minutes

(One card for each child)

INTERVIEW CARD

1. Do you personally feel that there is a drug problem in our community? (If so ... what's the problem? ... whose problem is it? ... etc.)

2. Alcohol is the number one drug affecting nine million Americans. Describe the difference between the alcohol problem and the drug problem in your view.

3. How do you feel these problems should be corrected? (Education, law enforcement, pushers, parents, etc.???)

VALUING FAMILIES

THEME: AIDS AND ESCAPES

STRATEGY: PHOTO STORY

Objectives:

1. To encourage individuals to use fantasy to bring out their thoughts and feelings
2. To stimulate creativity
3. To share and exchange images of family life

Process:

1. Give each family a set of photographs (6 sets included). Ask each family member, starting with the one with the longest hair (or any other easy way to start) to select three or more of the photographs from the set and tell a story. A time limit should be set for each person (suggested time limit: four minutes).

2. Ask family members to listen carefully to each story, asking questions that help the storyteller tell the story he/she wants to tell.

3. After all members of the family have told their stories, suggest that the family discuss any issues raised by the stories told.

*NOTE: If more than six family units are participating, you will have to divide the photographs equally among the families. There are sixty photographs provided -- redistribute to meet your needs. Our experience is that any subset can be used effectively in this strategy.
(Photographs are not reproducible and, therefore, not included with this copy from ERIC. Pictures clipped from magazines can be used easily for this exercise.)

Materials: One set of photographs for each family

Total time: 20-30 minutes

VALUING FAMILIES

THEME: AIDS AND ESCAPES

STRATEGY: MOTIVATIONS

Objectives:

1. To examine opinions about commonly given motivations for use of alcohol and drugs
2. To share ideas of alternative behaviors related to each motivation

Process:

1. Place all the adults in a circle with their backs to the center, as shown in A. Place the children in a larger circle facing the adults, forming pairs of one adult with one child, as shown in B. Pair those left over.

A B

2. Announce one commonly given motivation for the use of alcohol and drugs from the following list:

   -- *to relax, reduce tension*
   -- *to feel good, celebrate*
   -- *because others do it, peer pressure*
   -- *to escape, turn off the world*
   -- *to expand my mind, curiosity*

   Then ask each pair to discuss two questions:

   "What do you think of that motivation as a reason for using alcohol or drugs?"
   "What do you do to accomplish the same goal?"

3. Ask the inner circle (adults) to remain seated. Ask the outside circle to move one person to the right. Give a new motivation from the list above and repeat the two discussion questions. Allow two or three minutes for each motivation discussion. Continue the exercise until the outer circle has moved at least four times.

Materials: none

Total time: 15-20 minutes

VALUING FAMILIES

THEME: *AIDS AND ESCAPES*

STRATEGY: *ADVERTISING COMPANY*

Objectives:

1. To expand thinking about responsible drinking
2. To encourage family cooperation and decision-making

Process:

1. Give each family one large poster board.

2. Provide a table with old magazines, crayons, scissors, paste.

3. Ask each family to prepare a billboard as if they were an advertising company. The theme is "responsible drinking." Ask each family to do the billboard for a different client.

   For example: 1 for a wine company
   1 for a beer company
   1 for a whiskey company
   1 for Alcoholics Anonymous
   1 for the National Institute on Alcohol Abuse and Alcoholism

4. After all have finished, tape the "billboards" to the wall and have the participants walk around and look at the variety. Ask the participants to see if they can interpret the posters of others. Share with one another some additional thoughts that might have been missed.

5. Total group: *"Share any feelings you had while doing this exercise. What kinds of decisions did you have to make as you worked?"*

6. On the following page is a list of myths and realities related to alcohol. You can make this available to people as a resource for their billboard or duplicate it and distribute it at the end of the exercise for further discussion at home.

Materials: tables, crayons, paper, magazines, scissors, tape, paste, 1 poster board for each family

Total time: 20-30 minutes

VALUING FAMILIES

THEME: *AIDS AND ESCAPES*

STRATEGY: *FAMILY POLICY ON ALCOHOL*

Objectives:

1. To help families become more aware of the often unexplained policy they have concerning the use and abuse of alcohol.
2. To provide a structure for consideration of a fuller family policy on alcohol.
3. To encourage open discussion of alcohol use and abuse in the home and by the family.

Process:

1. Reproduce the six questions listed on the back of this page for each family or list them on a chalkboard or newsprint and provide paper and pencils.
2. Ask families to discuss how they feel about each area and if they agree, write down the policy on which they are operating.
3. This strategy may only be started in a group setting ... you will want to encourage them to finish it at home.
4. Remember that there is no right or wrong policy ... but an "unshared" and "undiscussed" policy is most often an "unfollowed" policy.

Materials: paper and pencils, list of questions

Total time: a 20 to 30 minute discussion and "homework"

Family Policy on Alcohol

1. When and why will alcohol* be used in your home and by members of your family elsewhere?

2. When and why will alcohol not be used in your home and by members of your family elsewhere?

3. Where will alcohol be kept in your home?

4. How will the non-user be treated in your home?

5. How will the alcohol abuser be treated in your home?

6. How will children in your family learn about alcohol?

*"Alcohol" refers to beer, wine, cocktails, etc.

*"Folklore, Fantasy, Humbug, and Hogwash"**

Why bother to debunk a bunch of harmless myths about drinking? Because they're not so harmless. We have nine million alcoholic Americans. It has become a national plague. Yet in some other societies, where they don't share our misconceptions about drinking, alcoholism is rare.

Most skid row bums are alcoholic.

No. Less than half the derelicts on skid row have drinking problems.

Most alcoholics are skid row bums.

Only 3% to 5% are. Most alcoholic people are married, employed, regular people.

You're not alcoholic unless you drink a pint a day.

There is no simple rule of thumb. How much one drinks may be far less important than when he drinks, how he drinks, and why he drinks.

People get drunk . . . or sick . . . from switching drinks.

That doesn't do it. What causes an adverse reaction is how much one drinks and when and why.

Ya gotta hand it to Joe. He can really hold his liquor.

Don't envy Joe. Often the guy who can hold so much is developing a "tolerance," which is a polite word for need.

It's only beer.

Sure. Just like it's only bourbon, vodka, or gin. One beer or one glass of wine is about equal to one average "highball." The effect may be a little slower, but you'll get just as drunk on beer or wine as on "hard" liquor.

Give him black coffee. That'll sober him up.

Sure. In about five hours. Cold showers don't work either. Only time can get the alcohol out of the system, as the liver metabolizes the alcohol. There's no way to hurry it.

---

*Taken from an excellent pamphlet of the U.S. Jaycees "Operation THRESHOLD."

ALUING FAMILIES

A good host never lets a guest's glass get empty.

There's nothing hospitable about pushing alcohol or any other drug. A good host doesn't want his guests to get drunk or sick. He wants them to have a good time . . . and remember it the next day.

People are friendlier when they're drunk.

Maybe. But they're also more hostile, more dangerous, more criminal, more homicidal, and more suicidal. Half of all murders are alcohol-related. And one third of all suicides.

Alcohol is a stimulant.

It's about as good a stimulant as ether. Alcohol acts as a depressant on the central nervous system.

Drinking is a sexual stimulant.

The more you drink, the less your sexual capacity. Alcohol may stimulate interest in sex, but it interferes with the ability to perform.

What a man! Still on his feet after a whole fifth.

When we stop thinking it's manly to drink too much, we have begun to grow up. It's no more manly to over-drink than it is to over-eat.

Very few women become alcoholics.

The ratio is about 3 men to 1 woman. That means 3 million American women are alcoholic.

If the parents don't drink, the children won't drink.

Sometimes. But the highest incidence of alcoholism occurs among offspring of parents who are either teetotalers . . . or alcoholics. Perhaps the "extremism" of the parents' attitudes is an important factor.

Today's kids don't drink.

Sorry, but the generation gap is greatly exaggerated. The kids' favorite drug is the same as their parents' favorite: alcohol. And drinking problems are rising among the young.

Your kids will learn what you tell them about drinking.

Maybe. But your kids will learn what you show them about drinking. If you drink heavily; if you get drunk; the chances are your kids will follow the same example.

VALUING FAMILIES